

# Nebraska

UNIVERSITY OF NEBRASKA-LINCOLN

## Objectives

**Instructor Note:** *The following are the actual, unedited evaluations of AECN/NRES 883 Ecological Economics (it was numbered as 896 at that time) provided by the Spring, 2006, class which involved 14-students... with about one-half of these students in each group (on-campus and off-campus/distance ed). We have added a "Comment" at the end of each section to help in understanding the Evaluations. We will do our best to address the concerns expressed herein, as well as offered by you during the time you take the class. As you will learn when you see our "metaeconomics," the notion of empathy... walking-in-your-shoes and modifying instructor behavior accordingly... is prominent in the economics and the approach in this class. If you have specific questions/concerns after reading these materials, please feel free to contact me directly (Gary Lynne, [glynne1@unl.edu](mailto:glynne1@unl.edu); the approach of the course is described at <http://agecon.unl.edu/lynne/ecolecon/ecoleconsyllabus.htm> )*

### **COURSE/INSTRUCTIONAL OBJECTIVES:**

#### **Were the objectives stated for this course? Yes or No**

**Yes** - Due to sometimes uncontrollable circumstances the syllabus/assignments/due dates changed. But that is expected. We generally stayed on course.

**Yes** - syllabus indicated very detailed course objectives, some of which will lead to further study.

**Yes** - Very well organized syllabus and objectives. Perhaps overly ambitious.

**Yes** - To be honest, I don't recall the objectives of the course. It, of course, the study of ecological economics, but beyond that, I'm not sure it matters. More importantly, I've felt that I've learned a great deal about ecological economics and the surrounding 'ether' of ideas and thoughts. Even more significant might be the fact that I believe that I've just scratched the surface. And that's what a good course should do - give the student enough to know something, but also leave that tantalizing taste that there's more... I hate to paraphrase one of our federal administration officials, but wasn't it Rumsfeld who said something about 'There are things you know, things you know you don't know, and things you don't even know you don't know'? Well, a good class ought to provide the things you know, leave a good idea of what the things you know you don't know are, and always leave you knowing that there is always so much more you don't even know you don't know - but you want

to learn! OK, enough political philosophy... it gets bad! I would have to say we've met the objectives very well!

Yes -

Yes -

Yes -

Yes -

Yes -

Yes. However, I believe this course is being advertised so as to believe that persons having a lesser economics base will be fine. Not true.

Yes -

Yes -

**Comment by Instructor(s):**

*We do lay out a set of objectives in the On-Line Syllabus. We are also quite pleased, as indicated in the quality of the contributions in the Discussion Board, as well as in Exams and Assignments, the most important ones were achieved: It became quite clear that students in the class started to understand the eco-eco approach, with its unique foundations in both 1<sup>st</sup> and 2<sup>nd</sup> law thermodynamics and in behavioral economics/economic psychology (the latter now having documented the dual nature of human nature, i.e. the joint pursuit of both self-interest and other-interest). These understandings, essential to practicing the eco-eco approach in the real world, were not generally there at the beginning of the Semester.*